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ABSTRACT

This guide is a reference to assist nutrition educators in conducting a nutrition education project for certain target populations. It represents activities undertaken with school, home, and community cooperators in Lowell, Massachusetts, to improve the nutritional knowledge of bilingual (Spanish speaking) children and their families. Formats for workshops attended by educators and parents are presented as well as specific educational activities designed for classroom use. (JD)

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19

NUTRITION EDUCATION: A Cooperative Effort
LEADER GUIDE

Massachusetts Department of Education
Gregory R. Anrig, Commissioner
Division of School Facilities and Related Services
William B. Black, Associate Commissioner
Bureau of Nutrition Education and School Food Services
John C. Stalker, Bureau Director

1976

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CONTENTS

	<u>Page</u>
Overview	v
Community Assessment	1
Introductory Meeting	2
Promotional Program - Teacher Information Sharing	3
Workshop	
Introductory Material	5
Day I	6
Day II	8
Day III	10
Day IV	11
School Food Service Cooperators	12
Parent Cooperators	13
Public Media	14
Final Meeting	15
Promotional Program Pretest	17
Promotional Program Evaluation	19
Workshop Flyer	20
Lesson Plan Outline	21
Bilingual Project Fact Sheet	22
Workshop Pretest	23
Food an Me Circle	25
I Learned...I Wonder Whips	26
Nutrient Continuum	26
Food Labeling Information	27
Workshop Evaluation - Immediate	28
Workshop Evaluation - 3-Month Follow-up	29
Sample Press Release	31
Sample Consumerism	33
Resources	34

OVERVIEW

The LEADER GUIDE is a reference to assist a nutrition educator in conducting a nutrition education project for certain target populations through the use of cooperators.

The GUIDE represents activities undertaken with school, home, and community cooperators in Lowell, Massachusetts, to improve the nutritional knowledge and well-being of transitional bilingual children and their families. Emphasis was placed on the acceptance of federally-supported Child Nutrition Programs. The GUIDE includes suggested procedures as well as sample materials.

The activities have been modified to strengthen their usability with other communities. They are presented here as points of departure to trigger additional ideas, depending upon the needs of the participants. Although the pilot Lowell group was of Hispanic and Portuguese origin, the GUIDE has been adapted for multi-ethnic usage.

PROJECT STAFF

Massachusetts Department of Education

Dorothy Callahan, Educational Specialist IV
Monya Geller, Educational Specialist III
Rita Brennan, Educational Specialist I
Louise Thompson, Educational Specialist I

Lowell Public Schools

Mary Ann MacDonough, Coordinator
Beverly Conroy, Statistical Clerk
Mary Lowney, Bilingual Aide
Lucy Johnson, Bilingual Aide

Research Consultant - Stephen A. Callahan

United States Department of Agriculture

Martha A. Poolton, Contracting Officer's Representative
Roxie E. Coleman, Contract Specialist

COMMUNITY ASSESSMENT

The dual purpose of this brief assessment is to gather information about the community as it relates to the nutritional health of the target population and to establish contact with cooperators.

Suggested Resources

Federal and State Agencies

- Department of Commerce - City or Town Monograph
- Department of Education - school food service and nutrition education programs
- Department of Health - nutrition related services
- Department of Labor and Statistics - Consumer Price Index
- Department of Welfare - nutrition related services

County Agencies

- Cooperative Extension Service - scope of services

Local Agencies

- Health care - hospitals, clinics
- Health Department - nutrition related statistics and services
- Community Action programs
- Religious institutions
- Public media

Local School Department

- Child feeding programs
- Health services
- Nutrition education programs

Other Local Evaluations

- Food supply
- Housing
- Transportation

INTRODUCTORY MEETING

This one-hour meeting provides an opportunity for introducing project staff and cooperators; dispersing information gathered in the community assessment; and outlining the objectives and scope of the project.

Suggested Cooperators

School Administrators and Other Personnel

Superintendent, principals, food service supervisor, cafeteria managers, doctor, dentist, nurses, psychologist, curriculum coordinator, health coordinator, bilingual or other special interest coordinator, media specialist, teacher representatives.

Community Leaders

Master PAC (Parent Advisory Council), PTA officers, religious leaders, university or other educational nutrition staff and graduate students, hospital or community nutritionists or clinic health team, Community Action group leaders, public media persons.

Government and Private Agency Representatives

Department of Education bilingual, curriculum, health, nutrition and school food service specialists; Cooperative Extension Service home economists, homemaker aides, and 4H agents; Dairy Council and other nutrition educators from industry.

Leader Responsibilities

Prior to the meeting

1. Send invitations including an R.S.V.P.; make name tags.
2. Secure adequate room facilities.
3. Prepare a single fact sheet on community resources; a single fact sheet on objectives and scope of the project.
4. Arrange for nutritious refreshments to be served.

Meeting procedure

1. Make introductions.
 - a. Leader
 - b. Participants - name and affiliation
2. Distribute and review fact sheets. Encourage feedback and discussion.
3. Propose meeting dates for reporting on project progress.

PROMOTIONAL PROGRAM - TEACHER INFORMATION SHARING

This two-hour meeting introduces the teachers to the nutrition educator and project objectives, shows the need and motivates a concern for nutrition education, and generates an interest for an in-depth nutrition education workshop.

The promotional program pretest has two purposes: (a) to identify areas of inadequacy in teacher nutritional knowledge; and (b) to introduce basic nutrition information through audience participation. Teacher information cards and leader questions help to assess teacher attitudes toward the importance of nutrition in the development of children and, also, toward Child Nutrition Programs.

A promotional program can be used with a variety of publics to encourage a cooperative effort by school, home, and community. It can promote interest in nutrition education and workshops when a nutrition project has not already been established.

LEADER RESPONSIBILITIES

Prior to the meeting

1. Establish meeting needs with contact person.
 - a. Decide on date, time, place.
 - b. Establish audience and approximate number attending.
 - c. Outline room arrangements and AV needs (slide projector, screen, lectern with light, public address system with portable microphone if group is large).
 - d. Request resource tables if no stage to display charts.
 - e. Request nutritional refreshments if possible.
2. Establish tentative workshop dates whenever possible.
3. Confirm all meeting arrangements in writing with contact person.
4. Call contact person one week before meeting to reconfirm program and arrangements.

Meeting Materials

Pretest (page 17)
Teacher information cards
Slides showing nutrition
need and classroom
activities
Display charts showing
sample resource
materials

Sample Teacher Information 4X6 Card

Name	_____
School	_____
Number of students	_____
Boys	_____
Girls	_____
Ethnic predominance	_____
School breakfast?	_____
School lunch?	_____ Kind _____
(Comments/observations-reverse side)	

Meeting Procedure

1. Distribute teacher information cards and pretests as teachers arrive at the meeting. Ask the teachers to complete the front of the information card and the pretest while they are waiting for the meeting to begin. Emphasize that pretest is not signed.
2. As meeting begins, introduce yourself and explain project objectives. Invite questions from the audience.
3. Have the teachers complete the reverse side of the information cards with comments and observations of student eating habits. Some helpful questions might be:
*As a whole, are school lunches acceptable to your students?
Have they verbalized their likes or dislikes about lunches?
What foods are well liked? disliked?
Do your students eat breakfast before coming to school?
Do they eat breakfast in school?
Have you noticed any behavioral patterns that might be attributed to hunger? any changes following school breakfast?
What kind of snacks do your students bring to school?
Are there community or family problems that might affect your students' health, attendance, and eating habits?*
4. Collect the teacher information cards and pretests. Explain that the pretests will be discussed later in the program.
5. Demonstrate the need for nutrition education with a 15-minute slide presentation. Incorporate local facts whenever possible.
6. Through audience participation, discuss the pretest. This test usually shows the need for adult nutrition education, too.
7. Present activity slides of students engaged in nutrition-related classroom learning experiences showing that nutrition can be integrated into many disciplines. Include slides that demonstrate cafeteria/classroom projects emphasizing that the school food service program should be a member of the educational team.
8. Explain display charts which include nutrition education materials available from professional organizations and industry.

Meeting Conclusion

1. If a nutrition project has been established, and workshops scheduled, discuss these with the teachers. If affective/cognitive classroom testing, dietary intake surveys, and/or plate waste surveys are to be conducted, discuss these with teachers.
2. If this program was to promote a nutrition education project or workshop, distribute evaluation forms (page 19) as teachers arrive at the meeting; collect forms as they leave. Summarize pretests and evaluation forms and return to contact person. This program usually motivates 50 percent of the participants to enroll in a workshop.

8-HOUR NUTRITION EDUCATION WORKSHOP
Elementary School Teachers, Grades K-6

This action-oriented workshop is presented in four 2-hour sessions held at weekly intervals. Although other time alternatives are possible, weekly meetings maintain teacher interest at a high level. The number of participants should not be more than twenty or less than twelve. It is more satisfactory to group together people who are teaching at the same age/grade level or who have similar concerns such as Grades K-2, Grades 3-4, Grades 5-6, or transitional bilingual students. In-service increment credit should be offered whenever possible.

School food service, health, and media specialists should be included in the workshop. A concurrent parent workshop or program will help insure parent involvement and support.

Workshop Objectives

- * To provide basic nutrition information and teaching techniques for integrating nutrition into the curriculum
- * To enhance the understanding, acceptance, and promotion of School Food Service Programs

LEADER RESPONSIBILITIES

Initial contact Visit school administrator to arrange for a promotional program and/or workshop.

- a. Decide on dates, time, place.
- b. Establish teacher compensation for course such as increment credit.
- c. Outline requirement for room facilities: appropriate for AV presentations; comfortable, movable furniture for informal arrangement; screen, chalkboard, chalk, and eraser.
- d. Recommend that school food service, health, and media specialists be invited to the workshop.
- e. Recommend that a concurrent parent promotional program and/or workshop be conducted.
- f. Recommend that a school food service personnel program be conducted.
- g. Discuss procedures for evaluations.
- h. Request that a nutritious snack be served at each session.

Follow-up procedure

- a. Send workshop flyers to school administrator for distribution to teachers and others (page 20).
- b. In writing, confirm workshop particulars (dates, times, place, number of participants, AV needs).
- c. One week prior to first session, reconfirm workshop schedule. (Obtain directions for reaching meeting place, request assistance for carrying workshop materials in and out of school at each session.)

Teacher Workshop Day I
YOU CAN'T TEACH A HUNGRY CHILD

- Objectives:
1. To cite the need for nutrition education
 2. To identify the Basic Four Food Groups; functions and sources of major nutrients

Materials:

Business cards
FOCUS ON NUTRITION, K-6
TEACHER GUIDE, K-6
3X5 information cards
Name tents/markers
Lesson plan outline (page 21)
Bilingual project fact sheet (page 22)
Massachusetts survey brochures
Massachusetts survey charts
or slides

Pretest (page 23)
Scrap paper and pencils

OPTIONAL: Sample nutrition surveys

Ten-State Nutrition Survey
HANES Survey
U.S. Senate Select Committee on Nutrition and Human Needs hearings

Before Session:

1. Arrange seats in a circle.
2. At each seat, place: FOCUS ON NUTRITION, K-6; TEACHER GUIDE, K-6; business card; 3X5 information card; name tent.
3. Write on board:
 - a. Theme - "You Can't Teach a Hungry Child"
 - b. Information for 3X5 cards
 - Name
 - School address
 - Subject/grade/number of students
 - Recent nutrition course/program
 - Number of hours nutrition is taught as a part of the existing curriculum/briefly describe content
 - c. Assignment: FOCUS ON NUTRITION, K-6, Chapters 1-4

Workshop Procedure:

1. Make introductions.
 - a. Leader
 - b. Participants - name, school, grade
 - c. Review course material and requirements
 - Text: FOCUS ON NUTRITION, K-6
 - Behavioral objectives: TEACHER GUIDE, K-6
 - Lesson plan outline
2. Complete registration.
 - a. Information cards
 - b. Registration or other forms for city or town
 - c. Name tents
3. Establish the need for nutrition education.
 - a. Identify local concerns.

Form small groups of 3-5 persons.

Brainstorm five major concerns in the area of food and nutrition.

Regroup and list total concerns on board.

Identify concerns that coincide with workshop objectives.

Why do we eat? What is a healthy body?

What should we eat? What is in food?

How do we know what to eat?

How do we educate people to improve their eating habits?

- b. Review nutrition survey findings to document the need for nutrition education.

Discuss the results of the Massachusetts Department of Education survey, "You Can't Teach a Hungry Child." (survey charts or slides, brochures) Give statewide and local results.

Discuss Bilingual Project fact sheet.

Cite other survey results if time permits: Ten-State Nutrition Survey; HANES Survey; hearings from U.S. Senate Select Committee on Nutrition and Human Needs.

4. Introduce nutrition information.

- a. Administer pretest as a motivational device, a self-assessment of nutrition knowledge, and a basis for discussion of current nutrition concerns.

Establish an informal, noncompetitive atmosphere.
Pretests are not signed, collected, or graded.

- b. Discuss pretest.

Basic Four Food Groups

Naming the food groups

Categorizing foods into food groups

Major nutrients

Identifying food sources

Describing (orally) nutrient functions

Common misconceptions about food and nutrition

5. Review assignment for Workshop Day II.

- a. Read FOCUS ON NUTRITION, K-6, Chapters 1-4.
- b. Select a topic for a nutrition lesson plan using Behavioral Objectives from TEACHER GUIDE, K-6, giving emphasis to evaluation techniques.

Teacher Workshop Day II
THERE'S MORE TO HEALTH THAN GREEN LEAFY VEGETABLES

- Objectives:
1. To determine factors that influence personal eating habits
 2. To define the functions of food and nutrients in the body
 3. To analyze a 24-hour food recall according to the Basic Four Food Groups and relate to nutrient intake

Materials:

Films: What's Good to Eat
or

The Food Platform

Food and Me Circle (page 25)

Repast Recapitulation

Nutrient Continuum (page 26)

Food models

Guide to Good Eating (poster, leaflets)

Materials to demonstrate portion sizes

Before Session:

1. Arrange seats in a circle.
2. Write on board:
 - a. Theme - "There's More to Health than Green Leafy Vegetables"
 - b. Assignment: FOCUS ON NUTRITION, K-6, Chapters 5-7
 - c. List of foods for Nutrient Continuum
3. Set up film.

Workshop Procedure:

1. Administer Repast Recapitulation (24-hour recall).
 - a. Demonstrate portion sizes for each food group.
 - b. Evaluate at the end of the session.
2. Determine reasons for eating.
 - a. Conduct the Food and Me Circle activity.
 - b. From this activity, categorize and discuss reasons for personal eating habits (e.g. socio-economic, ethnic, psychological, religious).
3. Define the functions of food and nutrients in the body.
 - a. View the film, "What's Good to Eat," or "The Food Platform."
 - b. Discuss and expand on information presented in the film.

List functions of food in the body.

Energy

Growth and repair

Regulation of body processes

List and match major nutrient groups with the functions of food in the body.

Protein
Carbohydrates
Fat
Vitamins
Minerals

Discuss the importance of water, fiber, and calories.

4. Review sources of key nutrients.

- a. Define U.S. Recommended Daily Allowances (U.S.RDA's).
- b. Conduct a Nutrient Continuum to show:

A food that is a good source of one nutrient may be a poor source of another.

A variety of foods is essential for a well-balanced diet.

5. Analyze the Basic Four Food Groups and relate to nutrient components.

- a. Discuss the Guide to Good Eating (poster, leaflets).

Advantages:

Blueprint for planning and evaluating diets
Flexibility, variety within each food group

Limitations:

Excludes fats, sugars, fabricated foods

- b. Evaluate Repast Recapitulation.

Analyze food recalls.

Basic Four Food Group recommendations; relate to nutrient intake
Snacks
Concentrated sweets

Note practical ways of improving eating habits.

6. Review assignment for Workshop Day III.

- a. Read FOCUS ON NUTRITION, K-6, Chapters 5-6.

Teacher Workshop Day III
YOU ARE WHAT YOU EAT

- Objectives:
1. To identify the nutrient profiles of the Basic Four Food Groups
 2. To recognize nutrient labeling as a food guide
 3. To define other factors that influence eating habits

Materials:

Films: Read the Label...Set a Better Table; Food for a Modern World or Eat, Drink and Be Wary

Read the Label (brochure)

Comparison Cards

Empty food containers

Food Labeling (page 27)

I Learned...I Wonder Whip (page 26)

Food and Man

Before Session:

1. Arrange seats in a circle.
2. Write on board:
 - a. Theme - "You Are What You Eat"
 - b. Assignment: Lesson Plan Outline
3. Set up film.

Workshop Procedure:

1. Identify the nutrient profiles of the Basic Four Food Groups using Comparison Cards. Play Mystery Cards.
2. Discuss labeling as a food guide.
 - a. Deduce voluntary and mandatory label information using empty food containers; check against Food Labeling.
 - b. Relate nutrient labeling to the Basic Four Food Groups.

View the film, "Read the Label...Set a Better Table."
Classify food packages into the Basic Four Food Groups, identifying nutrient profiles using nutrient labeling.
3. Discuss other factors that influence eating habits.
 - a. View the film, "Food for a Modern World," or "Eat, Drink and Be Wary."
 - b. Conduct I Learned...I Wonder Whips.
 - c. List other factors that influence eating habits: economic (distribution, marketing, degree of industrialization); geographic (location, season); political (food and agriculture policy, system of government); cultural (social definitions, symbolic meaning of food).
4. Review assignment for Workshop Day IV.
 - a. Complete Lesson Plan.

Teacher Workshop Day IV
IF YOU GIVE A MAN A FISH, HE WILL HAVE A MEAL
IF YOU TEACH HIM TO FISH, HE WILL HAVE A LIVING

- Objectives:
1. To review methods and materials for integrating nutrition education activities into the curriculum
 2. To evaluate the workshop

Materials:

Slides of student nutrition education activities
Display charts: resource materials
Bureau Activity Kit and sample resource materials
Evaluation of Nutrition Workshop (pages 28-30)

Before Session:

1. Arrange seats in a circle.
2. Write theme on board: "If You Give a Man a Fish, He Will Have a Meal
If You Teach Him to Fish, He Will Have a Living"
3. Place Bureau Activity Kit and sample resource materials at each seat.
4. Set up slide projector and display charts.

Workshop Procedure:

1. Discuss methods of integrating nutrition education activities into the curriculum.
 - a. View slides of student nutrition education activities.
 - b. Share and compare nutrition lesson plans.
2. Review resource materials available for nutrition education.
 - a. Bureau Activity Kit
 - b. Materials from other sources
3. Discuss evaluation of nutrition workshop.
 - a. Conduct immediate evaluation.
 - b. Review 3-month follow-up evaluation.

SCHOOL FOOD SERVICE COOPERATORS

The School Food Service Program, the director, and staff should be an integral part of nutrition education projects. The director must be included in the planning process, introductory meeting, promotion program, workshops, and all other cooperator update and reporting. The director's cooperation is essential to conduct cafeteria surveys, initiate or modify food service programs, carry-out cafeteria/classroom learning experiences. An enthusiastic school food service cooperator is an asset to the project team.

Promotional Program

The school food service staff should also be aware of any nutrition education project involving student feeding programs. A PROMOTIONAL PROGRAM (page 3) can show them the need to improve eating habits and motivate their concern for quality food service and nutrition education. The AV presentation should include slides on why children do not participate in food service programs or do not eat all of the food served, and should concentrate on cooperative cafeteria/classroom activities. The program should stress student involvement at all levels.

Workshops and Training

Whenever possible, in-service workshops for school food service personnel should be carried on simultaneously with teacher workshops. The TEACHER WORKSHOPS, Days I-III (pages 5-10) can be used with school food service staff, but Day IV should stress quality food and service. The school food service director might conduct this session, or help can be requested from the State Department of Education, School Food Service Bureau.

The U.S.D.A. FOOD FOR YOUTH series and study guide can be used for training school food service personnel. You may wish to use the series in its entirety (ten programs), or incorporate selected programs into the workshop described above. The nutritive value of the TYPE A lunch can be emphasized with an activity such as calculating the nutrients supplied by this meal. The pamphlet, FOOD IS MORE THAN JUST SOMETHING TO EAT, can replace FOCUS ON NUTRITION as a basic nutrition reference. Resources especially helpful to the school food service worker include DISCOVERING VEGETABLES and ALPHABET SOUP.



12

17



PARENT COOPERATORS

Nutrition education must be a cooperative effort of home, school, and community. Whenever possible, parents should have an active role in planning and executing nutrition projects. Community schools and parent advisory councils exist in many school districts. Promotional programs and workshops for parents are valuable to show the need for improving eating habits, increasing nutritional knowledge, and gaining support for Child Nutrition Programs.

For certain target populations, it is difficult to conduct group meetings. This may be due to a variety of reasons such as a lack of public or private transportation, working mothers, home care of preschool children, fear of neighborhood environment, language barriers, a low rate of parent literacy. Some success may be achieved by scheduling sessions after church services or other formal gatherings. It is helpful to provide baby-sitting services and to offer a nutritional refreshment. However, with these groups, the dissemination of nutritional information may be more successful through the public media.

Promotional Program

A PROMOTIONAL PROGRAM (page 3) for parents can show the need for improving the eating habits of all family members, publicize the school feeding programs, and gain public support for their continuance. The information sharing card can be omitted but the pretest should be given and used for audience participation. The AV presentation should include nutritional facts applicable to the entire family as well as to the school-age children. A sign-up sheet for in-depth workshops should be provided.

Workshops

Parent workshops should be offered while the nutrition education project is going on. The TEACHER WORKSHOPS, Days I-III (pages 5-10) can be used. Day IV might be a recipe-sharing session with a simple food demonstration by the nutrition educator, or a visiting day in the school cafeteria.

Consumer issues are important to present in parent workshops. Nutrient labeling should be emphasized as a guide to food selection. The FDA film, READ THE LABEL...SET A BETTER TABLE, is entertaining as well as educational. (A Spanish version is available, too.) The films, SOOPERGOOP and THE SUGAR CEREAL IMITATION ORANGE BREAKFAST, introduce the concept of the child as a consumer. The pamphlet, FOOD IS MORE THAN JUST SOMETHING TO EAT, can replace FOCUS ON NUTRITION as a basic nutrition reference. Selected programs from the U.S.D.A. FOOD FOR YOUTH series may be incorporated into the workshop.



PUBLIC MEDIA

Public media should be used to publicize the nutrition project --- the scope, progress, and findings. It, also, should be used to disseminate basic nutrition information to a broad segment of the community. It may be the only method to reach target populations who are reluctant to attend group meetings or workshops.

Newspaper articles should be short and to the point. They should be typewritten, at least double-spaced, with good margins. Names of local children or adults add interest and acceptability. Action pictures are an asset. Newspaper editors of foreign editions may be willing to translate the article into a second language.

Publicizing project or meetings

1. Articles in local newspapers and professional newsletters.
2. Radio-taped interviews with school administrators or project staff, aired in 60-second segments.
3. Notices sent home with students (in English and second language).
4. Notices in church bulletins.
5. Notices and posters in local supermarkets and stores.

Disseminating nutritional information

1. Nutrition articles in local newspapers, using pictures of students involved in a related activity such as conducting rat experiment (value of milk and milk equivalents); eating school breakfast (importance of morning meal); classroom tasting party (need for fruits and vegetables). See sample, pages 31-32.
2. Consumerisms, which include store discount coupons relating to nutrition information, developed in cooperation with local supermarket. (See sample, page 33.) All future consumerisms will be written in English as well as in a second language.
3. Local TV program using READ THE LABEL...SET A BETTER TABLE (Spanish version), a simple food demonstration of healthful snacks, and interview concerning Child Nutrition Programs.

FINAL MEETING

A final meeting is important to report on the project activities, findings, and accomplishments. In addition to being informative, this meeting promotes continued and/or expanded support for nutrition education.

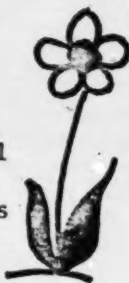
Plan an after-school or evening meeting so that teachers and other school personnel will be free to attend. Offer a nutritional refreshment or serve an international meal to enhance the affair. A vocational school, with culinary arts students, may provide better food at less cost than a restaurant, and with greater menu diversity. Also, a school setting usually affords auditorium facilities and access to AV equipment.

On the invitation list, include all project cooperators (teachers, school food service personnel, other school staff, parents, community leaders); city or town officials; school administrators; and representatives from the public media. Send invitations at least three weeks in advance. Include R.S.V.P. cards, particularly if refreshments or a meal are involved.

On the program, have greetings by the city and school dignitaries. Briefly summarize the project, using slides or transparencies. (The school AV specialist can help with these.) Have students (in costumes, if applicable) describe nutrition education activities that took place in the classroom or cafeteria. (For a sample Hispanic-Portuguese program format, see page 16.)

Involve students. As well as participating on the program, they can write invitations, do artwork for program and AV material, plan the menu, make table and cafeteria decorations, act as hosts/hostesses, write publicity reports.

The Massachusetts Department of Education
and
The Lowell Public Schools
Child Nutrition Bilingual Project
request the honor
of your presence
at a
Program and Dinner
on
Thursday, May 27, 1976
3:30 in the afternoon
Greater Lowell Regional
Vocational Technical School
Pawtucket Boulevard
Tyngsborough, Massachusetts



Kindly respond on or before
May 20

M _____
will _____ attend

PROGRAMA

Chairperson: Mrs. Mary Ann Macdonough
Project Coordinator, Lowell

- ACOLIMENTO: Mr. G. Douglas Sullivan, Deputy Superintendent
Lowell Public Schools
- BIENVENIDA: Mr. John C. Stalker, Director
Bureau of Nutrition Education and School Food Services
Massachusetts Department of Education
- CUMPRIMENTOS: Mrs. Ann O'Donnell, Supervisor
Lowell Bilingual Program
- CASA Y ESCUELA: Mrs. Dorothy L. Callahan, Project Director
Bureau of Nutrition Education and School Food Services
Massachusetts Department of Education
- MARIA E ISABEL: Antolino Carrasco, Student
Jose Rivera, Student
Ms. Maria Cuesta, Bilingual Teacher's Aide
10th Street School, Lowell
- FESTA PORTUGUES: Mary Jo Silva, Student
Neogenio Espinola, Student
E.N. Rogers School, Lowell

BANQUETE:

Fruit cup
Chicken and rice
Scalloped tomatoes
Peas
Tossed salad
Crusty bread
Pudding
Beverage

Fruta
Paella
Tomates
Guisantes dulces
Ensalada
Pan crocante
Flan
Bebida

Fruta
Galinha e arros
Tomates
Ervilhas
Salada
Pao Portugues
Pudim de ovo
Bebida



PROMOTIONAL PROGRAM PRETEST
Side One

Nutrition Knowledge Assessment
(DO NOT SIGN NAME)

1. Match the nutrient in Column I with its major function in Column II.

- | | |
|---------------------|---|
| _____ Protein | a. promotes good vision |
| _____ Carbohydrate | b. builds and repairs body tissue |
| _____ Fat | c. provides energy, and serves as insulation and protection for body organs |
| _____ Calcium | d. helps carry oxygen to cells |
| _____ Iron | e. provides quick energy |
| _____ Vitamin A | f. builds strong bones and teeth |
| _____ Fluoride | g. helps maintain healthy nerves |
| _____ Thiamin | h. aids in preventing infections |
| _____ Vitamin D | |
| _____ Ascorbic Acid | |

2. The United States Department of Agriculture has prepared a daily food guide to help people choose a good diet. The guide divides essential foods into four groups. Below, list the groups and two of the major nutrients found in each group.

- | GROUPS | TWO MAJOR NUTRIENTS |
|----------|---------------------|
| a. _____ | _____ |
| b. _____ | _____ |
| c. _____ | _____ |
| d. _____ | _____ |

(OVER)

PROMOTIONAL PROGRAM PRETEST
Side Two

3. Protein foods that supply all of the essential amino acids in amounts sufficient to meet body needs for growth and maintenance are called COMPLETE proteins. Mark foods in the following list + (true) if they are complete proteins; 0 (false) if they are not complete proteins.

_____ Rice Pudding	_____ Cheddar Cheese
_____ Roast Lamb	_____ Boiled Egg
_____ Milk	_____ Gelatin
_____ Peanut Butter	_____ Tuna
_____ Hamburg	_____ Baked Beans
_____ Hot Dog	_____ Macaroni and Cheese

4. Milk or milk alternates are needed daily for calcium to build and maintain strong bones and teeth. Mark foods in the following list + (true) if they can be used in place of milk to supply calcium requirements; 0 (false) if they are not milk equivalents.

_____ Cream Cheese	_____ Cream of Tomato Soup
_____ Ice Cream	_____ Butter
_____ Swiss Cheese	_____ Vanilla Pudding
_____ Cottage Cheese	_____ Lemon Ice
_____ Vegetable Soup	_____ Cream

5. Mark + (true) or 0 (false) beside the following statements:

_____ A calorie is a unit for measuring body fatness.

_____ Excessive amounts of vitamin A are harmful.

_____ Vitamin C is stored in the body.

_____ Vitamin D regulates the use of calcium by the body.

_____ People who do not eat meat are bound to be in poor health.

_____ Gram for gram, alcohol furnishes more calories than sugar.

PROMOTIONAL PROGRAM EVALUATION

PROMOTIONAL PROGRAM QUESTIONNAIRE

Name _____ Date _____

School _____ School _____

Address _____ Telephone _____

_____ Title or _____

_____ Grade Level _____

1. Have you had any formal nutrition education?

Undergraduate or graduate course	_____ Yes	_____ No
In-service workshop	_____ Yes	_____ No
2. Have you conducted any nutrition-related lessons with your students?

Within the current school year	_____ Yes	_____ No
During the past two years	_____ Yes	_____ No
During the past five years	_____ Yes	_____ No
3. If you have conducted nutrition-related lessons, in what area?

_____ Art	_____ Language Arts	_____ Social Studies
_____ Health	_____ Mathematics	_____
_____ Home Economics	_____ Science	_____
4. Are you familiar with the Department of Education Handbooks, FOCUS ON NUTRITION, K-6 and/or 7-12; or NUTRITION EDUCATION: A COOPERATIVE EFFORT?

_____ Yes	_____ No
-----------	----------
5. Have you used any of these handbooks?

_____ Yes	_____ No
-----------	----------
6. Would you be interested in a Nutrition Education Workshop?

_____ Undecided	_____ Yes	_____ No
-----------------	-----------	----------
7. If so, when?

_____ Fall	_____ Winter	_____ Spring
------------	--------------	--------------
8. Would you like help with a nutrition project?

_____ Yes	_____ No
-----------	----------
9. Would you like help with developing curriculum?

_____ Yes	_____ No
-----------	----------
10. Are you familiar with the Department of Education EDUCATIONAL GOALS FOR MASSACHUSETTS?

_____ Yes	_____ No
-----------	----------

WORKSHOP FLYER

CURRICULUM, CARROTS, AND KIDS Nutrition Education Workshop for Teachers

Each action-oriented workshop is conducted by a nutrition educational specialist who can also assist with curriculum development. Workshop participants receive complimentary copies of the Teacher Handbook, FOCUS ON NUTRITION, K-6, and the Teacher Guide, NUTRITION EDUCATION: A COOPERATIVE EFFORT.

Course Content

- * Need for nutrition education (a brief review for participants of promotional programs)
- * Basic nutrition information
 1. Basic Four Food Guide (advantages and limitations)
 2. Nutrients
 3. Food labeling and consumerism
- * Socio-psychological factors influencing eating habits
- * Contemporary issues
 1. Changing food supply
 2. World food problems in relation to national health, economic, and political status
 3. Misinformation
- * Value clarification strategies to identify health priorities
- * Activity pieces for integrating nutrition into the curriculum
- * Share and compare session for nutrition education experiences

DATES _____ TIME _____

PLACE _____

CONTACT _____

GRADE LEVEL _____

TELEPHONE NO. _____

Massachusetts Department of Education
Bureau of Nutrition Education and
School Food Services
182 Tremont Street
Boston, MA 02111
Telephone: (617) 727-5764



LESSON PLAN OUTLINE

"NUTRITION NUGGETS"

Please complete the following description of your "nutrition nuggets." The final draft should include a sample of any materials that you have developed specifically for this project and a bibliography from other sources. If you have constructed "props," please provide an outline of the method of preparation.

1. Title
2. Grade level
3. Length of project - The project should encompass up to one class period. Oral presentation at workshop is limited to 10 minutes.
4. Terminal objective - State the final outcome.
5. Intermediate objective - State the goal to be accomplished in this lesson.
6. Resources and materials - List type, title, and source where necessary.
7. Motivational procedure - How are you going to turn the students on to you? to your subject?
8. Developmental procedure - How are you going to present the subject?
9. Evaluation - How will you measure each students's level of accomplishment --- cognitive and/or affective; written, oral, and/or observable?



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BILINGUAL PROJECT FACT SHEET

Adult Population

1. The food-related problem areas for the adult target population included low incomes, large families, limited education, high food prices, poorer housing with lack of public and private transportation, and limited health-care facilities.
2. Spanish- and Portuguese-speaking homemakers should be encouraged to eat better breakfasts, and to include more milk/milk equivalents and fruits/vegetables in their diet.
3. Except for poorer milk consumption by the Portuguese homemaker, the quality of the diet by the target population was similar to that of multi-ethnic, low income homemakers.
4. Because of a reticence of the target population to attend group activities, nutrition education should concentrate on the public media.

Student Population

1. The target population was of smaller stature than children included in the HANES Survey or on the Percentile Charts of the Children's Medical Center in Boston.
2. Students doing well in school were of greater stature than children doing poorly in school.
3. Students doing well in school had fewer absences than children doing poorly in school.
4. A school breakfast program can cause a decrease in the rate of absenteeism.
5. The availability of a school breakfast increased the percentage of children eating a good or fair (satisfactory) morning meal.
6. The availability of a school breakfast program did not affect what children ate at home before coming to school.
7. Plate waste surveys showed that, in general, there was no significant difference in the acceptance of foods offered at lunch by the control and target population groups.
8. A hot lunch program was more acceptable and results in greater participation with less plate waste than a cold-pack lunch program.
9. The acceptance of vegetable/fruit items varied from very good to very poor in plate waste surveys and hedonistic testing. Fruits and fruit juices have greater acceptance than vegetables. The acceptance of raw vegetables was poor.
10. Plate waste surveys, hedonistic testing, and dietary assessments indicated that nutrition education in the classroom should concentrate on the acceptance of a wide variety of foods with special emphasis on milk, fruit/vegetable, and breakfast consumption.

WORKSHOP PRETEST
Side One

HOW NUTRITION WISE ARE WE?

1. The United States Department of Agriculture has prepared a daily food guide to help people choose a good diet. The guide divides essential foods into four groups. List them.

A.

B.

C.

D.

2. Name the food group or groups to which each of the following belongs. (Leave blank those foods which do not belong in a group.)

<u>FOOD</u>	<u>GROUP</u>	<u>FOOD</u>	<u>GROUP</u>
eggs	_____	potato	_____
peanut butter	_____	bacon	_____
orange drink	_____	pizza	_____
baked beans	_____	lemon pie	_____
cherry jello	_____	cheese	_____
cream cheese	_____	sugar cookie	_____
yogurt	_____	taco	_____

3. Name one excellent food source for each of the following nutrients:

protein	_____	vitamin D	_____
carbohydrate	_____	calcium	_____
fat	_____	iron	_____
vitamin A	_____	iodine	_____
vitamin C	_____	thiamine	_____

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WORKSHOP PRETEST
Side Two

PRETEST *

Please write your answer to the following questions in the space to the left of the number.

T - True

F - FALSE

D - Don't Know

- _____ 1. Eating bran is the best way to add fiber to the diet.
- _____ 2. Snacking contributes to poor health.
- _____ 3. "You never outgrow the need for milk."
- _____ 4. Whole grain bread is more nutritious than white bread.
- _____ 5. There is little malnutrition in America today.
- _____ 6. Food additives cause hyperactivity in children.
- _____ 7. Milk is nature's perfect food.
- _____ 8. Alcohol is almost as high in calories as fat.
- _____ 9. Vegetarian diets are dangerous.
- _____ 10. Vitamin pills are good nutritional insurance.
- _____ 11. Eating foods low in saturated fat and cholesterol may prevent heart disease.
- _____ 12. School lunches are starchy and high in calories.

* This Pretest represents current nutrition concerns. It is the intent of these questions to air controversial topics.

FOOD AND ME CIRCLE

Purpose: To express, nonverbally, the personal meanings of food

PROCEDURE:

1. Have each participant draw a large circle.
2. At the top of the paper, label the circle, *Food and Me Circle*.
3. Within the circle, have each participant draw a picture or pictures of himself in relation to food. No words can be used to describe this meaning. To clarify the instructions, the leader may say:

"Draw what food means to you"

or

"Draw how you feel about food"

4. After the pictures have been completed, divide the class into groups of two to three persons. Discuss the meaning of each picture within the group.
5. Circulate throughout the class and listen to each group.
6. Reform into a single group, and ask volunteers to share their reactions with other participants. (As the leader, remember to fill in your circle and explain its meaning.)
7. Ask the students to think about their picture and decide what changes they would want to make. Have each participant describe how he would accomplish this change. *The focus is on introspection. Each individual is responsible for any decision or action to change.*

Food and Me
Circle



FOLLOW-UP:

"I learned..." whips can be used to help evaluate what information has been gained from this activity.

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"I LEARNED...I WONDER" WHIPS

Purpose: To motivate and expose reactions or responses to a given activity

PROCEDURE:

1. Arrange participants in a circle (optional).
2. Give each participant the opportunity to complete the sentence, "I learned..." Encourage the class to react to each comment.
3. Repeat the procedure with the sentence, "I wonder..."

This strategy is most effective following films, class presentations, or other value clarification exercises.

NUTRIENT CONTINUUM

Purpose: To rank order and compare foods according to their nutrient content

MATERIALS: Food packages with nutrient labeling or Dairy Council food models

PROCEDURE:

1. As a pretest, list on a chalkboard the names of the food items that will be used. Have the group rank order the food items from best to least source of a given nutrient.
2. Distribute one food package or food model to each student.
3. Form a human continuum. Identify each end of the continuum as the best or least source of the nutrient. Rank in order of the percentage of the nutrient per serving. (Consider the serving size and calories per serving.)

Calcium Continuum

Milk

Soda Pop

Protein Continuum

Tuna

Tomato

4. Compare the rank order of food items in the continuum with those listed on the chalkboard. Correct board listings.
5. Rearrange these same foods according to another nutrient. Compare good and poor sources of this nutrient with those of the previous nutrient continuum.

FOOD LABELING INFORMATION

Information required by law

1. Common or usual name of product.
2. Name and address of producer or distributor.
3. Net contents in terms of weight or liquid measure.
4. Use of artificial flavor, color, or imitations as well as use of chemical preservatives.
5. Facts about food for special dietary purposes.
6. Nutrition information when a nutritional claim is made.
7. When several ingredients are used in a product not standardized by law, the largest quantity must come first, with the other ingredients listed in the order of amount.
8. For canned fruits and vegetables, the packing mediums and style must be stated.

Voluntary descriptive labeling by canners

1. Brand name.
2. Illustration of the product.
3. Size of product.
4. Maturity of product.
5. Seasoning (when used).
6. Contents of can measured in cups or number of pieces.
7. Number of servings.
8. Recipes and suggestions for using the product.

Nutrition information

1. Serving size (by cup, slice, spoon, or ounce).
2. Servings per container.
3. Caloric content (per serving).
4. Protein content (in grams per serving).
5. Carbohydrate content (in grams per serving).
6. Fat content (in grams per serving).
7. Percentage of U.S. Recommended Daily Allowances (U.S.RDA's) for protein; vitamins and minerals (vitamins A and C, thiamine, riboflavin, niacin; calcium and iron); plus others, if desired, per serving.



WORKSHOP EVALUATION
Immediate

EVALUATION OF NUTRITION WORKSHOP

Have you discovered some of the things that you wanted to know about nutrition? To help us improve the content and the prospective outcomes of these nutrition seminars, we would appreciate your evaluation of the time spent with us.

Please check the column which most appropriately describes your judgment of the presentation:

	Sufficient	(Not Enough) <u>More</u> Needed	(Too Much) <u>Less</u> Needed
Nutrition Information			
Teaching aids and references (films, kits, books, and pamphlets)			
Classroom activities (ideas and methods)			

Please add any personal recommendations for improving this course. Did we complete the objectives of the course? Have you been prepared well enough to implement nutrition education?

"Constructive Criticism" - What were the shortcomings of the course?

"Bright Ideas" - How do you think the course could be improved?

How do you intend to use the information and ideas obtained from this workshop?

How did this course change your eating habits?

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WORKSHOP EVALUATION
3-month follow-up

EVALUATION OF NUTRITION WORKSHOP

Town _____ Date _____
Grade _____

1. Before the workshop, how often did you conduct nutrition learning experiences with your students?

_____ Weekly _____ Monthly _____ Yearly _____ Never

2. Since the workshop, have you conducted nutrition learning experiences?

If YES, how often? _____ Daily _____ Weekly _____ Monthly

If NO, do you plan to conduct any this year? _____ Yes _____ No

3. How have you included nutrition in your curriculum?

_____ Separate unit

_____ Integrated with other disciplines

_____ Art

_____ Science

_____ Health

_____ Social Science

_____ Language Arts

_____ Other

_____ Mathematics

4. Do you have support in implementing a nutrition program?

Enthusiastic Tolerant Apathetic Disapproving

Administrators _____

School food service _____

Parents _____

5. Have you cooperated with the school food service program in conducting nutrition learning experiences?

_____ Yes _____ No

6. Do you use FOCUS ON NUTRITION?

_____ Very often _____ Sometimes _____ Hardly ever

7. Do you use NUTRITION EDUCATION; A COOPERATIVE EFFORT?

_____ Very often _____ Sometimes _____ Hardly ever

8. Do you think that the food habits of your students have improved?

	<u>Remarkably</u>	<u>Somewhat</u>	<u>Not at all</u>	<u>Do not know</u>
Breakfast	_____	_____	_____	_____
Snacks	_____	_____	_____	_____
Lunch	_____	_____	_____	_____

9. What was your method of evaluation?

_____ Food record

_____ Participation in school food service

_____ Observation

_____ Other (please indicate) _____

10. Have your eating habits changed since the workshop? _____ Yes _____ No

If YES, in what way? _____

11. Have you suggestions for making our workshop more relevant?

Please share your nutrition activities with us or feel free to call us for help with nutrition projects.

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SAMPLE PRESS RELEASE
Nutrition Information Article

BREAKFAST IS A BRIGHT BEGINNING

Note: Include a picture (glossy, not color) with names of children eating breakfast in school.

Children at the 10th Street School in Lowell are very lucky. They know that breakfast makes a bright beginning. They have the chance to start the day off in school with breakfast.

Breakfast consists of orange juice, cereal, and milk. All of the children take part. They eat breakfast in the classroom. They can chat with their friends while they eat. Breakfast helps to have school start off with a happy event.

Not all of the children in Lowell are as fortunate as those at the 10th Street School. Some schools do not serve breakfast. It is important for these children to eat a good breakfast at home.

Breakfast means to "break the fast." When this meal is skipped, the body goes without food for 16 to 18 hours. Like a car without gasoline, it just does not run as well.

Mothers --- for a bright beginning, be sure that your children eat a good breakfast each morning. You and other family members need one, too. Serve fruit or juice, cereal or bread, and milk each day. Add a serving of eggs, meat, cheese, or peanut butter as often as possible for a breakfast that really keeps you going until lunch.

NOTE: For Spanish translation see page 32.

DE LAWRENCE Y LOWELL

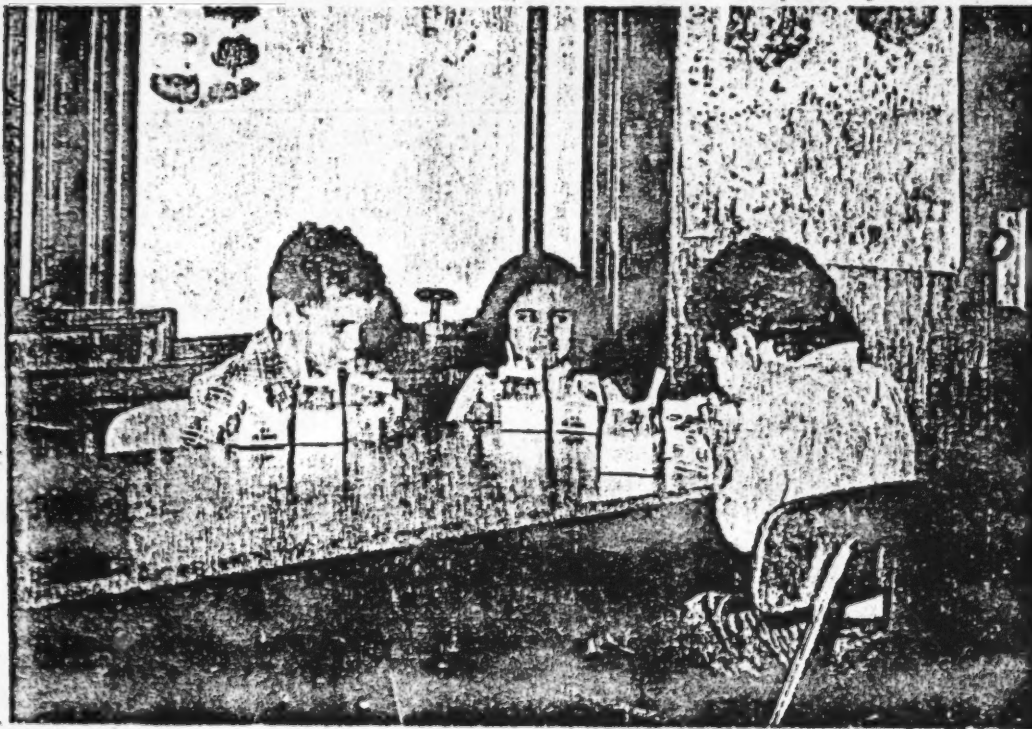
(POR JULIO RAUL PABON) Para Información Teléfono 687-0981

El Programa Bilingüe de Lowell Instruye Sobre la Importancia del Desayuno Entre los Niños

La escuela "10th Street Shcool" de la ciudad de Lowell que es parte del Programa de Educación Bilingüe de la ciudad, continúa con su campaña de difusión sobre los valores nutritivos de ciertos productos alimenticios, en especial en la etapa de la infancia. También como

trucciones, la escuela en mención, sirve un desayuno diario a sus estudiantes, consistente en jugo de naranja, cereal y leche. Los niños toman desayuno en sus mismas aulas, mientras participan en conversacion. No todas las escuelas de Lowell sirven desayuno a sus estu-

lo significaría que el cuerpo de la persona tenga que pasar un promedio de 16 a 18 horas sin alimento. Allí también explican los instructores que la palabra breakfast in Inglés viene de la unión de dos palabras: "break the fast", lo que en Español quiere decir "romper el ayuno".



En la foto aparecen de izquierda a derecha los estudiantes Luis Cruz, Arlene Otero y Noel Aponte, disfrutando de un desayuno balan-

ceado. Los niños pertenecen a la escuela "10th Street School" de Lowell, que es parte del Programa de Educación Bilingüe.

parte del mismo programa se está instruyendo a los niños, sobre la importancia de un desayuno balanceado.

Para objetivizar estas ins-

diantes.

Los instructores explican a los niños que el desayuno diario es necesario para el organismo; dejar de tomar;

Igualmente desde este programa los maestros exhortan a las madres de familia, a proporcionar a sus hijos un buen desayuno, que debe consistir de una fruta o jugo cereal o pan, y leche; también a este desayuno se puede complementar con huevos, carne, queso o mantequilla de maní (peanut butter).

BREAKFAST ARTICLE (Spanish)

GRATIS
©1976 The Stop & Shop Companies, Inc.
Consumerisms
Edición especial de Consumo preparado por el Departamento
de Asistencia al Consumidor en cooperación con el
Departamento de Educación de MA.
Publicación por Stop & Shop
Junio, 1976



Empiece el día correcto!

Ud. se preguntará Por que tengo que comer desayuno?

Porque es la primera comida que viene después de que su cuerpo ha estado en "ayuna" por largas horas.

Durante la noche cuando Ud. esta durmiendo, su cuerpo usa las energias de los alimentos del día anterior.

Con un desayuno bueno Ud. "rompe" esta "ayuna" con los alimentos que Ud. necesita para trabajar y jugar.



"Que es un buen desayuno?"

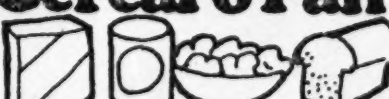
Un buen desayuno es nutritivo y casi siempre tiene:

Frutas o jugos de fruta



naranja o jugo de naranja,
toronja o jugo de toronja,
tomate o jugo de tomate.

Cereal o Pan



Cereal ceco ya preparado para comer, avena, panecillos, tostada

RESOURCES

Massachusetts Department of Education
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182 Tremont St., Boston, MA 02111

FOCUS ON NUTRITION, K-6. Basic nutrition information and classroom activities for teachers.

TEACHER GUIDE, K-6. Activities based on behavioral objectives for improved consumption of breakfast, milk, and fruits/vegetables.

BUREAU ACTIVITY KIT. Packet of 16 nutrition activities for classroom use.

FOOD AND MAN. Activity packet for integrating nutrition into social science curriculum for Grades K-6.

YOU CAN'T TEACH A HUNGRY CHILD. Brochure summary of dietary assessment of Massachusetts public school children.

United States Department of Agriculture
Washington, DC 20402

DISCOVERING VEGETABLES. Guidelines for primary level classroom/cafeteria learning experiences using vegetables.

FOOD IS MORE THAN JUST SOMETHING TO EAT. Basic nutrition facts throughout the life cycle.

FOOD FOR YOUTH. Series of 10 films or cassettes (with workbooks) on basic nutrition and food preparation.

New England Dairy and Food Council
1034 Commonwealth Ave.
Boston, MA 02135

COMPARISON CARDS. Nutrient profiles of 56 food items.

FOOD MODELS. Photographic representations of 146 food items, with nutrition information.

GUIDE TO GOOD EATING. Posters and leaflets illustrating foods in the Basic Four Food Groups.

Selph-Street Enterprises
2502 Winton Rd.
Durham, NC 27702

ALPHABET SOUP. Introductory book of nutrition facts and activities.

FILMS:

EAT, DRINK AND BE WARY. Churchill Films, Los Angeles.

Additives, advertising, and eating life styles. Color, 20 minutes.

FOOD FOR A MODERN WORLD. New England Dairy and Food Council, Boston. Compares modern agricultural techniques with traditional cultures. Color, 21 minutes.

THE FOOD PLATFORM. American Educational Films, Beverly Hills. Discusses sources and functions of major nutrient groups. Color, 20 minutes.

READ THE LABEL...SET A BETTER TABLE. U.S. Food and Drug Administration, Washington. Reviews nutrients as an explanation of nutrient labeling. Color, 15 minutes.

SOOPERGOOP. Churchill Films, Los Angeles. Reveals advertising techniques directed toward children. Color, 13 minutes.

SUGAR CEREAL IMITATION ORANGE BREAKFAST. Benchmark Films, Franklin Lakes, N.J. Challenges value of sugar cereals and breakfast orange beverages. Color, 8 minutes.

WHAT'S GOOD TO EAT? New England Dairy and Food Council, Boston. Introduces nutrients and the Basic Four. Color, 18 minutes.

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